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ABSTRACT

This paper and abstract bibliography examines special education for gifted children. The paper discusses the right versus the privilege of gifted children to have special programs and appropriate stimulation. The annotated bibliography includes 70 document references from "Research in Education (RIE)" and "Current Index to Journals in Education (CIJE)" related to programs, curriculum guides, resources, and research reports. (SET)

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CONCERNS ABOUT GIFTED CHILDREN: A PAPER AND ABSTRACT BIBLIOGRAPHY

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CONCERNS ABOUT GIFTED CHILDREN

Susan B. Thomas
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"Frustrated"..."thwarted"..."has negative self-concept." These are strange attributes to use when discussing gifted children (Burns, 1972). For the most part, these words have negative connotations while giftedness brings to mind words such as talent, creativity, high achievement.

Most research on the characteristics of gifted children indicate that these children are better adjusted, more socially acceptable, and better developed physically, in addition to being intellectually superior.[1] But these children do not always live up to their potential. One reason for this is the problem of negative self concept.

Negative Self Concept

A cursory examination of the issue of negative self concept in gifted children might lead us to believe that only a few children have this problem, perhaps those with exceptionally high IQ's, above 150 (Hollingsworth, 1936). But a closer examination of gifted children indicates that negative self esteem is often characteristic. Reasons for the children's feelings of frustration and poor feelings about self appear to be closely related to educational practice.

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1. e.g. Terman, 1925; Dressel and Grabow, 1958; Hollingsworth, 1936; Martinson, 1961; Nichols and Davis, 1964.

Public schools are designed for the normal or average child and aim to provide a homogeneous (equal) education for all children. Special provisions may be made for those children not able to cope with the educational program because they are outside o the norm, whether mentally, physically, emotionally, or socially. The goal of special programs, curriculum materials, and classes is to help these children to be as close to the norm as possible, or at least to be able to cope with their environment. In essence, public school education is education for conformity.

Mirman (1971) suggests "that the essence of all good education is to provide an 'enriched' atmosphere for every child. If an elementary school teacher of a class of 30 to 35 children has any time or energy left, the teacher works to bring up the achievement of students who are below grade in basic skills."

But what happens to children in the public school who are intellectually superior? All too often the bright child reads a library book, runs errands for the teacher, or does another twenty-five arithmetic problems of the same level of difficulty. He frequently either withdraws completely or becomes a discipline problem. He is often ignored or treated as an average student. Teachers may feel they need not be concerned about such a student for his test results indicate that he is capable of doing the work. He is usually popular, and seems to be a well-rounded student. Perhaps at times his probing questions can be a bother, but otherwise he does not present a challenge in the classroom unless his frustrations are

expressed through aggressive behavior (Cohen, 1971). Contributions to class discussions by gifted children may often be stifled if these contributions are seen as tangential to the topic or threatening to the teacher.

Why, then, should a student who can do the work easily, who makes good grades, and is generally popular with his peers, be frustrated, or feel poorly about himself? Interviews with parents, and with the gifted child himself, reveal a different picture from that which one might expect. James Merritt, a gifted adolescent, wrote an article for The Elementary School Principal (February 1972) in which he described some of his experiences in the "normal" public school. He described his delight in learning, in discovering concepts and ideas. He also stated that "for as long as it is possible for me to remember, schools have been my adversaries, my antagonists in the quest for enlightment."

Part of the problem seems to be the education for conformity mentioned earlier. How is a free thinker, a term Merritt used to describe himself, to exist in such a situation? The answer is, unfortunately, that he really does not flourish in school, at least not anywhere near his capabilities. Only outside of the classroom are some of his almost limitless resources adequately tapped. Defense mechanisms frequently used by gifted students who have feelings of not belonging or not being wanted included tiredness, non-attention, chronic boredom, a tendency to daydream, and truancy.

A parent (Burns, 1972), describing her gifted daughter's school experience, told how her child had been labeled as retarded, brain damaged, and as an emotional problem. The child's enthusiasm for school waned with each passing grade, until by the sixth grade she had simply stopped performing. During her school years, she had been repeatedly scolded for achieving above her grade level, which led to feelings of thwarting and frustration. The school staff suggested that the parents stop tutoring the child at home since they believed that it was interfering with her classroom work. However, her mother pointed out that it was virtually impossible to keep her child from studying and learning on her own.

Many of the points in this discussion are valid for any child in a public school. The feelings of frustration in a classroom are not something unique to gifted children. However, the problem is intensified in the case of the gifted due to their greater potential and society's greater talent loss.

Public Concern

Interest in the gifted has waxed and waned over the past forty years. It appears that the public school system really does not consider special provisions for gifted students to be anything more than embellishments to be cut off at the first cutback in funding. Tannenbaum (1972) wrote to 100 schools singled out for the special enrichment practices in 1941 more than 10 years later, hoping to learn about development and refinements in their programs. However,

none had anything to report since they had long ago dropped their programs, either due to loss of key people or funding.

Sputnik stimulated interest in providing programs for gifted children, but this interest unfortunately waned in a few years. In addition, the stress was on science and math almost exclusively. In the early sixties, concurrent with increased concern for civil rights, special programs for disadvantaged children and minorities were launched in the schools, Since only a small group of children were gifted, as defined by the traditional standardized IQ test, special programs were seldom designed for these few children.

Programs for Gifted Children

The trend now seems to be to define giftedness more broadly, to include creative thinking, originality, flexibility, and sensitivity to problems in the environment. In this context, curricular materials and programs have been designed to identify and enhance talent, with special efforts being made to emphasize the assets or positives of disadvantaged children (e.g., Thomas, in press; Torrance, 1972). Recently, programs have been designed for talented, disadvantaged children.

One such program is Retrieval and Acceleration of Promising Young Disadvantaged Children (RAPYD) at the University of Illinois, a kindergarten program for four- and five-year-olds. At the present time the program integrates handicapped gifted children with disadvantaged and middle class high potential children in three types of kindergarten

classes: the Guilford Structure of Intellect model, the open model, and a traditional kindergarten. The three classroom models are compared on transactions in the areas of cognition, language styles, social interaction, behavior problems, organization of the day, lesson plans, and serendipitous occurrences.

Another program for talented, disadvantaged children is the Higher Horizons Project, which grew out of the Demonstration Guidance Projects in New York City in the late fifties and early sixties. Objectives of the program include identifying and stimulating students' interests and abilities; helping students obtain better cultural experiences; helping children aspire to high goals in education and occupations; fostering greater teacher and parent participation and understanding; encouraging the community to provide assistance for education; developing better trained teachers, better techniques, better organization, and better guidance and counseling techniques (Landers, 1961).

One of the Higher Horizon projects is located in the Hartford, Conn. schools. This program provides increased special services and cultural activities for talented disadvantaged children. The ultimate goals of the project are to help these talented children develop self-images which will make them reach higher educational and vocational goals, and equip them academically and culturally for the competition for educational and employment opportunities (Nearine, 1967).

Research on gifted, disadvantaged children includes guidelines for the teacher to use in identifying these children. Based on research in the

Connecticut schools, Stallings (1972) has found that the one consistent criterion that the teacher may use to identify gifted students is the depth to which students respond to environmental stimuli (such as recall of street signs or types of automobiles found on the streets). If a student is aware of detail, and is able to synthesize these details into meaningful patterns, such as hypotheses about the economic climate of the community based on the kinds and number of cars, he may then have talents beyond those of his peers. It is recommended that strategies for motivating gifted children might include helping a child plan his occupational goal, finding individuals in the community who could assist teachers in developing their students' occupational models, developing communications patterns with parents, and providing concrete experiences that encourage students to explore their talents and discover their potential.

Gifted children from all socioeconomic levels need special provisions for their education. Traditional IQ tests are biased toward white, middle class children (Ginsburg, 1972). In addition, it is usually the parents of white, middle class children who exert the greatest amount of pressure on the school to provide programs and services for special children who are outside the norm. Special programs for gifted children seem most often to be started in schools having strong parental interest and support as well as a good solid tax base. Promising developments for children who need special services include projects such as Higher Horizons and RAPYD, as well as the special workshops and programs designed by Torrance (1972)

for disadvantaged children. Increasing attention is being given to talents and achievements outside the three R's, as evidenced by the renaming of "giftedness" as "creative" and the broadening of "gifted" to include many talents in addition to high intelligence.

Educational Research

Another promising development is the trend of researchers to periodically synthesize past experience, knowledge, and research on the gifted. Gallagher's 1966 summary of research on the gifted is excellent, but should be updated. Such concentrated effort on summarizing the programs, findings and accomplishments of an era of interest in the gifted can provide a solid base for further work, so that the phenomenon of "rediscovery" in educational research need not be encountered when next the pendulum of interest swings toward the gifted.

Summary

To summarize, special education for gifted children, often termed a luxury by the school, is not really a luxury but appropriate stimulation for talented children just as normal stimulation in the classroom is suitable for average children. Special programs for handicapped children are often provided in the "normal" school; average children also receive adequate stimulation but gifted children are often short-changed. As a result of lack of challenge and easy classroom requirements the gifted children frequently become frustrated and bored. Over several years the self images of these children suffer, and their talents may be lost if natural inquisitiveness and curiosity are stifled. The needs of gifted and talented children are the same as those of children of average ability...but they differ in degree and quality.

Today, as always, we need wise and talented leaders, who can perceive many alternatives and the possible consequences. When we neglect our gifted children, and cause them to hide their talents, we risk losing a great resource for our country. When we provide special programs for gifted children, we take steps towards developing needed minds and talents. How can we justify educational programs which do less then help each individual child fulfill his potential?

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Ginsburg, H. The myth of the deprived child. New York: Prentice-Hall, 1972.

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Nichols, R.C. & Davis, J.A. Characteristics of students of high academic aptitude. Personnel and Guidance Journal, 1964, 42(8), 794-800.

Stallings, C. Gifted disadvantaged children. Storrs: University of Connecticut, 6p., 1972. ED 073 582.

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Terman, L.M. Vol I. Mental and physical traits of a thousand gifted children. Stanford, Ca.: Stanford University Press, 1925.

Thomas, S.B. Creativity: A positive of young children. Elementary School Journal, in press.

Torrance, E.P. Training teachers and leaders to recognize and acknowledge creative behavior among disadvantaged children. Gifted Child Quarterly, 1972, 16, 3-10.

Gifted Children: An Abstract Bibliography

This abstract bibliography was compiled from a manual search of the ERIC data base, and includes entries from Research in Education (RIE) and Current Index to Journals in Education (CIJE) (January 1971 through August 1973).

Documents which have ERIC Document (ED) numbers are available through the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or hard copy (HC). (See ordering instructions in the back of this publication). If a document is available from another source this information is also given. Journal articles (EJ numbers) are available only in the journals cited.

The citations are divided into three sections: I. Programs for the Gifted, II. Curriculum Guides and Resources, and III. Research and Reports. Section I contains descriptions of both formal and informal programs, as well as documents by state officials describing provisions and programs for gifted children in their states; Section II lists citations describing curriculum guides, resource materials, and classroom ideas for teaching gifted children; and Section III contains references to research done with gifted children.

RIE and CIJE Bibliography

Programs for the Gifted

1. Bernstein, Helen G.; And Others. Education for Superior Learners. National Elementary Principal, v51 n5, pp89-90, Feb 1972, EJ 053 590

   *Gifted, *Educational Programs, *Superior Students, Emotional Development, Individual Development

2. Bruch, Catherine B. Parents' Support of Gifted Programs. 1971, 15p. ED 057 515

   *Community Role, *Exceptional Child Education, *Gifted, *Parent Role, *Rural Education, Educational Programs, Rural Areas, Rural Schools, Volunteers

   Problems of schools in rural areas are said to be related to the problems of talent search for the gifted in these areas, and to ways for meeting their needs. If a comprehensive model of special education is used in which the major function is specified as therapy, then the term therapy must include a total community involvement, with therapy viewed as the total impact of education, formal and informal, upon the gifted child. A review is presented of various school and community efforts to provide for the gifted children in small schools and rural areas. Volunteer efforts by parents are highlighted.

3. Bryan, J. Ned, Ed. Talent: A State's Resource, A State's Responsibility. 1963, 102p. ED 048 676

   *Educational Administration, *Exceptional Child Education, *Gifted, *State Departments of Education, *State Programs, Educational Programs, State Officials, Talent Development

The development of provisions for gifted and talented students at the state level was the subject of a conference attended by State directors of programs for the gifted. Presented in the report are conference addresses on quality in education, the diffentiated educational process, the role and responsibility of the State department of education, directors of programs for the gifted, and the role of the U.S. Office of Education in the education of the gifted and talented. Problems facing the State directors and the nature of established State directorships of programs for the gifted are examined. Conference recommendations are included. Appended are lists of State personnel directly concerned with programs for the gifted, related research projects, and State and U.S. Office of Education related publications.

4. Fox, Ann E. Kindergarten: Forgotten Year for the Gifted? Gifted Child Quarterly, v15 n4, pp42-48, Spr 1971, EJ 040 123

   *Exceptional Child Education, *Gifted, *Kindergarten, *Teacher Attitudes, Underachievers, Classroom Environment

5. Furr, Karl; And Others. Canadian Programming for the Gifted. Gifted Child Quarterly, v16 n1, pp32-40, Apr 1972, EJ 056 517

   *Exceptional Child Education, *Gifted, *Student Placement, *Program Development, *Culture Free Tests

6. Gifted and Creativity Programs; A Selective Bibliography. July 1972, 23p. ED 065 958

   *Bibliographies, *Creativity, *Educational Programs, *Exceptional Child Education, *Gifted, Abstracts

The selected bibliography of gifted and creativity programs contains approximately 80 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts

are said to be chosen using the criteria of availability of document to user, current information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography originally published, a list of indexing terms searched to compile the bibliography and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1955 to 1971.

7. Jacobs, Walter R., Jr. Status Report for the Program for the Education of Exceptionally Talented Children, 1969-1970. 1970, 90p. ED 053 507

*Exceptional Child Education, *Gifted, *Program Evaluation, *State Programs, Annual Reports, Special Classes, State Surveys, State Aid, Statistical Data

The fifth in a series of annual reports, the status report describes the overall North Carolina Program for Exceptionally Talented Children as instituted by local school units for the school year 1969-19), evaluating the educational program against predetermined criteria. Statistical data represents about all known gifted and talented (GT) programs in the state and about those programs administered by the Gifted and Talented Section, Division of Special Education, Department of Public Instruction, which is awarded GT Teacher Allotments by the State Board for assignment to qualifying local units. The report indicates that GT pupil selections were in accordance with public

school laws; that the number of GT Teacher Allotments for 1969-70 (240) increased by only one over the previous year; that the gifted curriculum did not appear recognizably different from the general curriculum; and that, despite rapid growth of the GT program in recent years, an estimated 81.3% of pupils eligible for GT programs are not placed in such.

8. Lazar, Alfred L., Ed.; Duncan, Donald K., Ed. The Challenge of Accountability in Programs for the Gifted. 1971, 54p. ED 069 077

*Conference Reports, *Educational Accountability, *Exceptional Child Education, *Gifted, Creative Development, Curriculum, Educational Programs

The conference proceedings include 22 papers of workshop session summaries from the conference on the gifted. Some of the topics discussed are educational evaluation of the social worth of programs, economic accountability, the role of a parent organization, communicating with the state legislature, encouraging creativity in learning, describing highly gifted students, providing qualitatively different learning experiences, identification of creative potential, and developmental stages (after Erikson and Piaget). Other subjects covered include gifted minority students, individualized instruction and learning centers, educating teachers of the gifted, creative writing ideas, and various other curriculum suggestions.

9. Mentally Gifted Minor Program. Guidelines for Implementation. Aug 1972, 62p. ED 071 255

*Educational Programs, *Exceptional Child Education, *Gifted, *Program Descriptions, Class Activities, Elementary Education, Program Planning

Information and guidelines are presented for implementing a school district's Mentally Gifted Minor (MGM) Program, which operates within the regular school organization, under the administration of the school principal. Goals

for an MGM program include learning skills and cognitive and affective processes. Relevant California legislation on the gifted is summarized. The Sunnyvale MGM program is defined in terms of class organization and instruction, identification of pupils, program guidelines and legal criteria for identifying and educating the gifted, and responsibilities of personnel involved. Extensive appended material includes individual case study and principal's annual plan forms, excerpts from the California Administrative Code related to the MGM program, listed indicators of mental giftedness, lists of enrichment and acceleration activities (primary and intermediate levels), a sample school annual plan, and a list of behavioral terms.

10. Model Programs. Childhood Education: Boston Public Schools. Learning Laboratories. 1970, 21p. ED 044 893 (Not available from EDRS)

*Exceptional Child Education, *Gifted, *Learning Laboratories, *Program Descriptions, *Slow Learners, Demonstration Projects, Elementary Education, Public Schools

Described as one of 34 booklets in a series of promising programs on childhood education, the report presents information on the Boston Public Schools Learning Laboratories (Massachusetts). The special approach for slow learners and gifted students in grades two through four is discussed in terms of purpose and structure, population served, specific materials and facilities, financial aspects, and future plans. Additional sources of information on the program are also provided.

Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5.220:20153, $.20)

11. Principles, Objectives, and Curricula for Programs in the Education of Mentally Gifted Minors - Kindergarten Through Grade Twelve. 1971, 141p. ED 060 586

*Curriculum Design, *Educational Objectives, *Exceptional Child Education, *Gifted, Educational Philosophy

The volume purports to define the structure and substance of special educational provisions offered to California gifted children (in the upper 2% of general mental ability). Following a review of California's program of special education for the gifted, the nature of special education for the gifted is defined in terms of principles, needs, and student and teacher behavioral objectives. Content, concepts, and learning tasks in the various subject areas and grade levels are summarized. Critical issues in the education of the gifted examined include both societal and school-related issues. Discussion of the evaluation of curriculum and instruction covers goals and problems of program evaluation, and assessment of characteristics of the gifted.

12. Pringle, Robert G.; And Others. Innovative Education for Gifted Children in Rural Elementary Schools. Elementary School Journal, v73 n2, pp79-84, Nov 1972. EJ 068 844

    *Educational Innovation, *Gifted, *Rural Schools, *Elementary School Students, *Program Descriptions, Program Evaluation, Parent Reaction

13. Runyon, Joyce M. Administering Programs for Volunteer Services for the Gifted. 1971, 7p. ED 057 516

    *Community Resources, *Exceptional Child Education, *Gifted, *Program Development, *Volunteers, Administration, Community Role, Educational Opportunities, Educational Programs

Presented is the program development for volunteer services that is intended to expand the educational opportunities of the gifted. The program focuses on utilizing community resources and coordinating the resources with the school program. Aspects of the program discussed include: community attitudes toward the gifted in the school system that may affect educational programing for the gifted; relationship of community to educational programing for the gifted; identification of community resources that can be utilized in educational planning and programing for the gifted; identification of

modification and the administrative provisions needed in the present school program to make an effective program for the gifted; procedures for the gifted; identification of duties and responsibilities of volunteers and school staff; and choice volunteer services for the gifted. The author advocates establishment of a community resource file to identify talented and gifted persons in the community who are willing to volunteer to help the gifted students.

14. Sowell, Sally. Summer School for the Gifted? Why Not? Gifted Child Quarterly, v16 n2, pp89-92, Sum 1972. EJ 062 450

*Summer Schools, *Exceptional Child Education, *Gifted, *Educational Programs, *Program Planning

15. Stallings, Clifford. Gifted Disadvantaged Children. March 1972, 6p. ED 073 582

*Effective Teaching, *Exceptional Child Education, *Gifted, *Identification, *Urban Schools, Educational Diagnosis, Educational Trends, Teaching Methods

Presented are guidelines to help teachers effectively identify and educate gifted students from urban environments. It is said that the one consistent criteria that teachers may use to identify gifted students is the depth to which students respond to environmental items (recall of street signs or types of automobiles found on the block and analysis of community affairs). Teachers' observations and peer evaluation are also thought to be useful means of identifying gifted children. It is recommended that strategies for motivating gifted children include helping the child plan his occupational goal, finding individuals in the community who could assist teachers in developing their student's occupational model, developing communications with parents, and providing concrete experiences that allow students to explore their talents and discover their potential. Teachers are encouraged to create an

environment in which community situations are the basis for learning and to develop students' leadership potential, especially at junior and senior high school levels. Educational trends such as the following are identified and commended: emphasis on early identification of talents, abolition of grade placements as presently conceived, experiences which allow divergent as well as convergent thinking, and use of systems analysis in planning students' programs.

16. Status Report for the Program for the Education of Gifted and Talented Students, 1970-71. 15p. ED 057 521

*Annual Reports, *Exceptional Child Education, *Gifted, *State Programs, *State Surveys, Educational Programs, Enrollment Trends, Special Education Teachers, Statistical Data

The sixth annual status report describes the overall North Carolina Program for Gifted and Talented (GT) Children as carried out by local school units during the 1970-71 school year. Following a definition of the GT program and of the GT child, total numbers of GT allotment teachers, other teachers, and students in the program for 1969-70 and 1970-71 provide an overview of the growth of the program. The major portion of the report consists of a chart indicating the following statistics on the GT program in each of 102 administrative units: number of eligible students, number of students in program, academic level of classes, number of allotments, and type of programs. Also summarized are statistics on IQ and mean level of academic achievement of GT students. A projection statement for 1971-72 concerns expansion of the criteria of eligibility and regrouping of allotments for exceptional children and staff utilization.

17. Stratopoulos, Irene. The Gifted Student and the Advanced Placement English Program. College Student Survey, v5 n1, pp38-40, Spr 1971 EJ 033 387

*Gifted, *English Curriculum, *English Instruction, *Teaching Methods, Able Students, Academic Achievement, High Achievers, Enrichment Programs

18. Syphers, Dorothy F. Gifted and Talented Children: Practical Programing for Teachers and Principals. 1972, 84p. ED 064 833 [Not available from EDRS]

*Educational Planning, *Exceptional Child Education, *Gifted, *Principals, *Teacher Role, Administration, Creative Ability, Elementary Education, Identification

Written especially for teachers and principals, the volume presents a brief overview of current thoughts on problems and practical guidelines in elementary school programing for gifted and talented children. Examples of content, teaching methods, and various administrative procedures are provided on the elementary school level for the stated purpose of demonstrating how theory is translated into practice. Identifying the gifted is discussed in terms of use of intelligence tests, comparison of individual intelligence scales, and selected learning characteristics of gifted children. Administrative arrangements then covered include acceleration, skipping, early admission, upgraded primary, summer school advancement, telescoping junior high, enrichment, special interest grouping, and opposition to acceleration. The principal's leadership is explained to involve parents, teachers, counselors, students, and community. Briefly discussed next is selection of qualified teachers, various grading practices and the need for grading. Aspects of productive classrooms mentioned include team teaching, attention, enhancing creativity, relevancy, study guides, nonconformity, and independent learning kits. The final chapter notes means of evaluating gifted and talented students.

Availability: Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Va. 22202 ($2.50)

19. Tongue, Cornelia, Comp. Potpourri: Productive Programs for Gifted/Talented. 1972, 66p. ED 059 571

*Educational Programs, *Exceptional Child Education, *Gifted, *Program Descriptions, Special Classes, State Programs

The publication is a compilation of descriptions of programs for gifted and talented students in North Carolina which have been evaluated by the State Division for Exceptional Children as outstanding and/or possessing worthwhile components on the instructional level. Programs, grouped into primary-elementary, junior high-middle school, and secondary categories, represent various disciplines. Most descriptions have been written by a teacher or administrator actually involved in the program. Descriptions cover class structure, staff utilization, and teacher-pupil selection. Listed at the end of each account is the name and address of a local contact person.

Curriculum Guides and Resources

20. Curriculum Guides: A Selective Bibliography. July 1972, 31p. ED 065 959

Abstracts, *Bibliographies, *Curriculum Guides, *Exceptional Child Education, *Gifted, *Handicapped Children

The selected bibliography of curriculum guides for handicapped and gifted children contains approximately 100 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract),

how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (four order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1965 to 1971.

21. Dailey, Rebecca F. Media in the Round: Learning in the Special Experience Room. Teaching Exceptional Children, v4 n1, pp4-9, Fall 1971 EJ 047 332

    *Exceptional Child Education, *Handicapped Children, *Gifted, *Educational Technology, *Instructional Media, Elementary School Students, Educational Facilities, Mass Media

22. Deming, Bonnie J.; Klein, Jack L. Literature: Curriculum Guide for Teaching Gifted Children Literature in Grades One through Three. 1970, 49p. ED 048 696

    *Curriculum Guides, *Exceptional Child Education, *Gifted, *Primary Grades, Language Arts, Teaching Methods

One of a series, the guide is concerned with the teaching of literature to gifted students in grades 1 through 3. An introduction discusses cognitive and affective domains, educational objectives, general statements about the gifted, and selected teaching approaches. Literary and interpretive skills are considered in terms of an introductory lesson and ten sequential lessons on plot, characters, discovery, tone, language, perceptions, the concept of person, and an analysis of mysteries. The presentation and application of a culminating project are explored as is the development of a critical sense. ED 048 697 is a companion volume for grades 9 through 12.

23. Censley, Juliana Townsend. Teaching Gifted Children Literature in Grades One through Three. 1972, 20p. ED 072 562

*Exceptional Child Education, *Gifted, *Literature, *Primary Grades, Educational Objectives, Intellectual Development, Thought Processes

Intended for teachers, administrators, and consultants, the booklet discusses purposes and objectives of teaching literature to gifted students in grades 1-3. Literature is seen as the heritage of important ideas in writing, and the purpose of the primary level gifted child's study of literature is defined as primarily the accumulation of ideas. Described is how literature can develop and clarify the student's concepts as he becomes aware of various points of view, and teach him to see relationships, make generalizations, and develop convergent thinking and understanding. Examples of how to teach children to read for ideas are given. Examined is how the study of literature develops both the communication skills (listening, speaking, reading, writing) and higher intellectual skills such as divergent and evaluative thinking. Study of literature is so shown to also promote creativity in gifted students. Suggested reading includes books for both teachers and gifted primary children.

24. George, John C. Language Arts for the Gifted. Elementary English, v49 n4, pp582-84, Apr 1972. EJ 057 829

*Language Arts, *Literature, *Reading, *Gifted, Literature Appreciation, English Curriculum, English Education, Music, Art, Oral Expression

25. Hauck, Barbara. Social Sciences: Curriculum Guide for Teaching Gifted Children Social Sciences in Grades One Through Three. 1970, 37p. ED 060 590

*Curriculum Guides, *Exceptional Child Education, *Gifted, *Primary Grades, *Social Sciences, Environmental Influences

Major social science themes for the primary grades in California center on the child's immediate environment and relationships. Focused upon in this

curriculum guide for teaching social sciences to gifted primary grade students is the subtopic of the interactions between man and his environment, or how the natural environment affects people and is controlled by man. Social science content, skills, and behavioral objects are enumerated. Teaching techniques are suggested, and both a sample unit plan and sample lesson plan on the third grade level are presented.

26. Issacs, Ann F. What To Do When You Discover a Child Is Gifted and Is Interested in Science: Ninety-nine Ways to Tickle Your Fancy with Science. Gifted Child Quarterly, v14 n4, pp259-63, W 1970. EJ 036 964

    *Exceptional Child Education, *Gifted, *Science Activities, Sciences

27. Lazar, Alfred L.; And Others. Developing Positive Attitudes through Curriculum Planning for Young Gifted Children. Gifted Child Quarterly, v16 n1, pp27-31, Spr 1972. EJ 056 516.

    *Exceptional Child Education, *Gifted, *Student Attitudes, *Elementary School Students, *Discriminatory Attitudes (Social), Social Studies

28. Marland, Sidney P., Jr. The Gifted Child and the Library. Top of the News, v28 n1, pp27-28, Nov 1971. EJ 046 391

    *Gifted, *Library Services, *Children, Public Libraries, Independent Study

29. Ming, Roger W.; Gouldst, E. Noah. Meeting the Needs of the Gifted. Education Digest, v38 n6, pp34-35, Feb 1973. EJ 072 060

    *Gifted, *Special Programs, *Academic Achievement, Individual Needs, Individual Instruction, Educational Programs, Creativity, Intelligence, Enrichment Programs

30. Morrison, Charlotte. Science: Curriculum Guide for Teaching Gifted Children Science in Grades One Through Three. 1970, 37p. ED 060 587

    *Curriculum Guides, *Ecology, *Exceptional Child Education, *Gifted, *Primary Grades, Earth Science, Sciences

The curriculum guide for teaching science to gifted primary grade children in California focuses on natural science, with an emphasis on ecology. Provided are a general overview of the unit, a set of behavioral objectives,

a list of generalizations and concepts, a sample teaching-learning plan for the complete unit, and eight sample lesson plans. Each lesson takes up a different ecological topic: substratus, animal movement, seed dispersal, temperature's influence on environment, light, food, water, and erosion. Each lesson plan includes behavioral objectives, teaching strategies, suggested questions and activities, and suggested resource materials.

31. Provisions for Talented Students; An Annotated Bibliography. 1966, 67p. ED 048 675

*Administration, *Curriculum, *Exceptional Child Education, *Gifted, *State Programs, Annotated Bibliographies, Arithmetic, Fine Arts, Identification, Guidance, Language Arts, Languages, Mathematics, Program Administration, Sciences, Social Studies, Student Characteristics, Teaching Methods

Intended for all persons concerned with differentiated education for talented elementary and secondary school students, the bibliography annotates 275 items (dating from 1956 to 1965 and including audio and video books, tapes, films, and filmstrips) in three groups. The first group includes materials on classroom practices, which are classified by level (elementary or secondary, or both) and by comprehensive or single subject matter categories (arithmetic or mathematics, fine arts, foreign languages, language arts, science, social studies). The second group contains materials relating to state, county, and local programs (local programs are categorized by level). The third group consists of general materials on the following areas: identification and guidance, characteristics, administrative provisions (categorized by level), and general information. Subject and state indexes are provided.

32. Renzulli, Joseph S.; Hartman, Robert K. Out of the Classroom: Scale for Rating Behavioral Characteristics of Superior Students. Exceptional Children,

v38 n3, pp243-8, Nov 1971. EJ 046 386

*Exceptional Child Education, *Gifted, *Identification, *Behavior Rating Scales, Records (Forms).

33. Renzulli, Joseph S.; And Others. Teacher Identification of Superior Students. Exceptional Children, v38 n3, pp211-4, Nov 1971. EJ 046 385

*Exceptional Child Education, *Gifted, *Identification, *Teacher Role, Behavior Rating Scales, Evaluation Methods

34. Stovall, Betty J.; Tongue, Cornelia. Handbook for Resource Teachers of Gifted Children. 1971, 538p. ED 055 399

*Exceptional Child Education, *Gifted, *Lesson Plans, *Resource Guides, *Resource Teachers, Educational Methods, Learning Processes, Thought Processes

Designed for resource teachers of gifted children, the resource guide explains the inquiry educational method and presents seven lesson plan designs. The inquiry learning process is said to encourage use of any communication style that relates to the individual and develops the following learning and thought processes: identification of study problems; collection and organization of problem information; statement of hypotheses and possible conclusions; research investigations to test hypotheses; communication of hypotheses, testing activities, and final product to others; and evaluation of total procedure. Each study unit is divided into five steps: concept to be investigated, procedure for development, communication or presentation of product done by students, evaluation and materials and equipment. The units cover inquiry readiness activities, social studies, language arts, science, mathematics, fine arts, and related disciplines.

35. Wallen, Carl J. Materials and Resources for the Gifted Reader at the Primary Level. May 1972, 8p. ED 063 596

*Elementary Grades, *Gifted, *Individualized Instruction, *Reading Instruction, Criterion Referenced Tests, Reading Level, Reading Skills

The teacher of gifted children must provide for individual differences in level and skills of reading, and allow opportunities for children to pursue their own interests. To avoid the destructive syndrome of wasted time and unnecessary rote review, the teacher should assign each child reading materials on the basis of his achievement level (rather than his grade level) and, using a criterion-referenced reading system, concentrate on those particular skills which the child has not yet mastered. This can be accomplished by designing tests and lessons for each specific reading objective--the teacher should initiate instruction only after first having ascertained what each child does not know. Using this approach, opportunities for new learning are maximized, and the teacher can insure children additional time for rewarding, independent work.

36. What Are You Doing for Your Gifted? Instructor, v82 n6, pp79-83, Feb 1973 EJ 070 372

*Gifted, *Talented Students, *Talent Identification, *Individualized Programs, *Guidelines, Program Planning, Information Sources, Teacher Role

37. Williams, Janice C. Additional Sources of Information (Education for the Gifted and Talented). National Elementary Principal, v51 n5, pp95-96, Feb 1972. EJ 053 592

*Gifted, *Bibliographies, *Information, *National Organizations, *Talented Students, Sources

38. Witty, Paul A., Ed. Reading for the Gifted and the Creative Student. 1971, 66p. ED 070 044

*Creativity Research, *Gifted, *Reading, *Reading Instruction, Creative Ability, Early Reading, Individual Reading, Language Arts, Reading Ability, Reading Level, Reading Programs, Reading Readiness

This booklet is designed to offer teachers and administrators a guide for identification of gifted and creative students. Suggestions for providing appropriate instruction, guidance, and experience in reading are also given. The editor understands the term gifted to include not only children of a very high IQ, but also "any child whose performance in a worthwhile type of human endeavor is consistently or repeatedly remarkable." First, the nature and needs of gifted and creative pupils are delineated from scientific studies; second, an overview, as well as detailed descriptions of some outstanding programs, is given of various ways certain schools are attempting to provide the gifted with opportunities in reading; third, the role of the home in fostering development and improvement of reading for the gifted is treated; and fourth, the characteristics of the effective teacher are set forth and are accompanied by suggestions for instruction and for guidance of the gifted child's reading.

Availability: International Reading Association, Six Tyre Avenue, Newark, Del. 19711 ($2.50 non-member, $2.00 member)

Research and Reports

39. Analysis of Hearings Held by Regional Commissioners of Education on Education of the Gifted. May 1971, 76p. ED 065 952

*Educational Needs, *Educational Programs, *Exceptional Child Education, *Gifted, Creative Development, Educational Opportunities, Financial Support, Government Role, Legislation, State Surveys, Teacher Qualifications

Provided was an analysis of 10 Department of Health, Education and Welfare (HEW) regional hearings held in 1970 on education of the gifted; three major sources of information explained to have been used in the analysis were the

state survey form, oral testimony given at open hearings, and written testimony submitted for the record from the 10 regions. A total of 49 states returned the survey, and a total of 295 persons testified orally or in writing. Selected major findings and topics covered included need to increase stimulation of creativity and to provide for a flexible curriculum, need for early identification, need for better prepared teachers, mention of need for increased federal support of funds by 55% of all witnesses, state action, need for model programs, federal government role, regional differences of testimony, differences of testimony by type of testifier, state legislation in 21 states providing special resources or incentive to local school districts for gifted programs, major deterrent to educational programs identified as lack of sufficient funds, and minimal state use of existing federal legislation.

40. Braga, Joseph L. Early Admission: Opinion versus Evidence. Elementary School Journal, v72 n1, pp35-46, Oct 1971. EJ 048 045

    *Early Admission, *Admission (School), *Gifted, *Elementary School Students, Admission Criteria, Academic Achievement, Social Development, Emotional Development, Teacher Attitudes, Tables

41. The Development of the Creative Individual, Gifted Child Quarterly, v15 n3, pp156-74, F 1971. EJ 047 008

    *Exceptional Child Education, *Gifted, *Creative Ability, *Creative Development, Cognitive Development

42. Feldman, David H.; Bratton, Joseph C. Relativity and Giftedness: Implications for Equality of Educational Opportunity, Exceptional Children, v38 n6, pp491-2, Feb 1972. EJ 050 921

    *Exceptional Child Research, *Gifted, *Identification, *Talent Identification, *Admission Criteria, Individual Characteristics

43. Gifted and Creativity Research: A Selective Bibliography. Exceptional Child Bibliography Series No. 639. Aug 1972, 31p. ED 069 073

*Abstracts, *Annotated Bibliographies, *Creativity, *Exceptional Child Research, *Gifted, Creative Ability, Creativity Research, High Achievers

The selected bibliography of research on gifted children and creativity contains approximately 79 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are orginally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1920 to 1971.

44. Gowan, John Curtis. Why Some Gifted Children Become Creative. Gifted Child Quarterly, v15 n1, pp13-8, Spr 1971. EJ 040 121

*Gifted, *Creativity, *Family Influence, Exceptional Child Research, Personality, Research Reviews (Publications)

45. Grost, Audrey. Genius in Residence. Sep 1970, 224p. ED 043 150

*Exceptional Child Education, *Gifted, *Individual Development, Adjustment (to Environment), Biographies, Educational Needs, Family Life

The author recounts the family and school life of an exceptionally gifted child--her son, Michael Grost--from birth to his graduation from Michigan State University at the age of 15 years. She has chronicled the development of Mike (IQ 200+) with many humorous, frustrating, despairing, triumphant, and incredible personal experiences of Mike and the family as they struggled toward the fullest development of his talents. Encounters with the rigid school system, jealous neighbors, inflexible members of the educational community, and finally compassionate educators and psychologists at Michigan State University are described. Beyond the story of one gifted child, the author raises questions related to current teaching methods and the educational system, the conflict of the pursuit of equal opportunities and the pursuit of excellence, and how to nurture and develop to the fullest talent and genius in the individual child.

46. Grotberg, Edith H. Needed Types of Parental Guidance and Cooperation Between Home and School. May 1972, 17p. ED 063 593

*Family Environment, *Family School Relationship, *Gifted, *Parent Influence, *Research, Community Involvement, Cultural Activities, Family Influence, Family Programs, Home Visits, Learning Activities, Self Esteem, Verbal Communication

Research relating to the role of the home in child development and research on the role of parents as teachers, as well as some recommendations for home-school relationships are discussed as they pertain to the gifted child. Delineated are cognitive factors present in the homes of the gifted children (e.g., planned cultural activities, verbal interaction, direct instruction of the child) and affective or emotional factors (e.g., consistency of management and discipline, security and self-esteem of family members, attitude of trust toward the world.) Findings of research on parents as teachers are presented, both for programs which focus heavily on training

parents as teachers, and for programs which focus on teaching the child with some parental involvement. (Although each of the two approaches produce positive effects on achievement and language development, results seem to favor the programs with parents used as the primary focus.) Finally, suggestions for home/school relationships are offered, some of which include: homework involving family learning activities, provisions in the schools for the screening and guidance of the gifted, and the establishment of community learning centers.

47. Hill, Thomas B. Whatever Happended to the Gifted? Educational Forum, v36 n3, pp323-326, Mar 1972. EJ 055 651

    *Curriculum Development, *Gifted, *Educational Programs, *Educational Trends, *Educational Resources

48. Holcomb J. David. The Gifted: Are They Being Slighted? Peabody Journal of Education, v48 n3, pp238-43, Apr 1971. EJ 036 945

    *Gifted, *Educational Trends, *Talent Development

49. Horwitz, Elinor Lander. Gifted Chidlren. Children Today, v2 n1, pp27-30, Jan-Feb 1973. EJ 070 346

    *Gifted, *Children, *Able Students, Federal Programs, Intelligence, Creativity

50. House, Ernest R. Whose Goals? Whose Values? Whose Kids? National Elementary Principal, v51 n5, pp56-61, Feb 1972. EJ 055 584

    *Social Values, *Educational Objectives, *Children, Gifted

51. House, Ernest R.; And Others. The Gifted Classroom. June 1971, 166p. ED 054 594

    *Exceptional Child Education, *Gifted, *Program Evaluation, *State Programs, Case Studies (Education), Program Descriptions, School Districts, State Aid

    A report of the Illinois Gifted Program Evaluation, the document first presents origins, policies, and scope of the reimbursement section of the

Illinois Plan for Program Development for Gifted Children. Outlines the evaluation design, in which subjects were 34 school districts representing a 10% stratified random sample of 340 districts. Each of the 34 had received state funds for 2 or more years. Data gathered on the best gifted program in each district included director, teacher, and student interviews, class activities questionnaires, classroom observation, and various documents. Data for five of the programs are presented as case studies. Described are school setting, circumstances for starting program, purposes, activities, and a typical day in class, with teacher and student comments reported. Evaluators' interpretation and discussion of each program is offered; judgment of program value is made on the basis of stated standards. Finally, findings from previous examinations of specific aspects of the reimbursement phase of the Illinois program are discussed, along with two aspects not previously reported: analysis of classroom verbal interaction and assessment of inservice training programs.

52. House, Ernest R.; And Others. Patterns of Cognitive and Affective Emphasis in Gifted and Average Classes. Feb 1971, 16p. ED 056 442

*Exceptional Child Research, *Gifted, *Program Evaluation, *State Programs, Behavior Patterns, Cognitive Development, Educational Programs, Thought Processes

Data from A Class Activities Questionaire was used in the evaluation of the state gifted program in Illinois to determine patterns of cognitive and affective emphasis in gifted and average classes. Significant differences were found in the degree of emphasis on higher thought process, classroom focus, and classroom climate. Significant differences were also found between average and gifted classes on two statistical factors: application, synthesis, enthusiasm,

and independence; and memory and test/grade stress. Differences were: average classes emphasized two or less thought processes, while gifted classes emphasized three or more; average classes emphasized only one higher thought process, while gifted classes emphasized two or more; average classes emphasized three of seven levels of thinking, while gifted classes emphasized six of seven; average classes had a higher amount of teacher talk; average classes had little chance of discussion, while gifted classes had much; test/grade stress was characteristic of average classes and not characteristic of gifted classes; average classes revealed an absence of enthusiasm, while gifted classes revealed an abundance; and average classes allowed independence in a fourth of the classes, while gifted classes allowed independence most of the time.

53. Jacobs, Jon C. Effectiveness of Teacher and Parent Identification of Gifted Children as a Function of School Level. Psychology in the Schools, v8 n2, pp140-142, Apr 1971. EJ 039 775

    *Identification, *Educational Diagnosis, *Gifted, *Parent Role, *Kindergarten Children, Exceptional Child Research, Educational Programs, Parent Child Relationship, Teacher Rating

54. Jacobs, Jon C. Teacher Attitude Toward Gifted Children. Gifted Child Quarterly, v16 n1, pp23-6, Spr 1972. EJ 056 515

    *Exceptional Child Research, *Gifted, *Teacher Attitudes, *Elementary School Students

55. Javits, Jacob K.; Erienborn, John N. Next Steps for the Gifted and Talented: Two Views. National Elementary Principal, v51 n5, pp91-94, Feb 1972. EJ 053 591

    *Gifted, *Talented Students, *Federal Programs, *Federal Legislation

56. Jensen, Julie M. Do Gifted Children Speak an Intellectual Dialect? Journal of Exceptional Children, v39 n4, pp337-38, Jan 1973. EJ 069 854

    *Exceptional Child Research, *Gifted, *Language Ability, *Language Patterns, Elementary School Students

57. McCann, Mary Nell. The Gift. Gifted Child Quarterly, v16 n2, pp126-38, Sum 1972. EJ 062 455

*Exceptional Child Education, *Gifted, *Student Teacher Relationship, *Parent Child Relationship, *Parent Role, Educational Needs

58. Marland, S.P., Jr. Education of the Gifted and Talented - Volume 2: Background Papers (Appendices). Aug 1971, 392p. ED 056 244

*Educational Needs, *Exceptional Child Research, *Gifted, *Government Role, Financial Support, Incidence, National Surveys, Program Descriptions, State Legislation, State Programs, State Surveys, Teacher Education

Background papers prepared in conjunction with the national survey of the gifted and talented are presented as appendices to the study reported in ED 056 243. Papers in Appendix A consider the characteristics of the gifted and talented, the question of why we should be concerned with them (are special programs undemocratic, will regular be deprived, what benefits will be derived), the problem of identification, the benefits of special programs (including administrative arrangements, early childhood programs, and current public school structure), the necessary components of a good program, preparation of teachers and other personnel, the cost of programs for the gifted, and the educational implications of research. Appendix B presents an analysis of problems and priorities-advocate survey and statistics sources (results from a survey sent to 239 experts). An analysis of hearings held at the regional level, state laws for the education of the gifted, comparisons of gifted and average students in the Project TALENT populations, and case studies from California, Connecticut, Illinois, and Georgia are reported. The results of structured interviews conducted with OE staff and with others are presented in Appendix G, the assessment of present U.S. Office of Education delivery system to gifted and talented children and youth.

59. Martinson, Ruth A. The Gifted and Talented--Whose Responsibility? National Elementary Principal, v51 n5, pp45-49, Feb 1972. EJ 053 582

*Gifted, *Superior Students, *Talented Students, *Educational Responsibility

60. Meeker, Mary N. Identifying Potential Giftedness. NASSP Bulletin, v55 n359, pp92-5, Dec 1971. EJ 049 292

*Gifted, *Exceptional Child Education, *Talent Identification, *Talented Students, *Curriculum Development, Talent Development, Skill Development, Behavior Patterns, Student Reaction, Creativity

61. Mirman, Norman. Education of the Gifted in the 70's. Gifted Child Quarterly, v15 n3, pp217-24, F 71. EJ 046 723

*Exceptional Child Education, *Gifted, *Creative Ability, *Teacher Qualifications, *Educational Needs

62. A Need for the State of Michigan to Establish a Position in the Educational Preparation of Talented Tots. A Report to the Michigan Legislature. Sep 1969, 29p. ED 042 274

*Educational Needs, *Exceptional Child Education, Federal Legislation, Financial Support, *Gifted, Program Descriptions, Research Reviews (Publications), State Legislation, State Programs

A report on the need for gifted education was prepared by the Michigan Association for the Academically Talented for the Michigan State Legislature. Included are a brief description of relevant research on the gifted, an analysis of federal legislation for the gifted, an analysis of state legislation in fifteen states that includes definitions of giftedness, program descriptions, advisory groups and study groups, diagnostic procedures and financial support. The report is concluded with a list of general recommendations for meeting the needs of the gifted in the state of Michigan.

63. Perkins, Stanley A. An Educational Bill of Rights for Exceptional Children. Special Education in Canada, v46 n4, pp14, May-Jun 1972 EJ 060 493

*Exceptional Child Education, *Handicapped Children, *Gifted, *Civil Liberties, *Educational Needs

64. Porter, Rutherford B. A Reporting Procedure for Early Student Admission for Mentally Advanced Children. Journal of School Psychology, v9 n2, pp127-130, 1971. EJ 043 499

*Early Admission, *Admission (School), *Admission Criteria, *Gifted, *Able Students, Enrollment, Superior Students, Success Factors

65. Steele, Joe Milan; And Others. Assessing Instructional Climate: Development of the Class Activities Questionnaire; Patterns of Cognitive and Affective Emphasis in Gifted and Average Classes. Feb 1971, 35p. ED 047 325

*Classroom Environment, *Gifted, *Measurement Instruments, *Thought Processes, Affective Behavior, Student Opinion

As part of a large scale evaluation of the state gifted program in Illinois, the systematic collection and processing of low inference student judgments about their classes was used to describe and evaluate classroom transactions. Profiles of 62 gifted classes were compared to 69 average classes on the Class Activity Questionnaire. This questionnaire consists of paired items comprising seven cognitive factors based on Bloom's Taxonomy and nine affective factors (such as discussion opportunity, test/grade stress) which yield a profile in instructional climate. Four subscores show emphasis on Lower Thought Processes, Higher Thought Processes, Classroom Focus, and Classroom Climate. It was found that gifted classes were superior in emphasizing higher thought processes, classroom focus, and classroom climate but not lower thought processes. In addition, factor analysis suggested two distinct patterns of student learning - one active and one passive. The implications for assessing instructional climate in this way include avenues for research on effective teaching, evaluation and comparison of existing programs, and teacher training possibilities.

66. Suggested Solutions to Problems Teachers Encounter with their Gifted Students. 1972, 91p. ED 071 217

*Class Activities, *Exceptional Child Education, *Exceptional Students, *Gifted, *Social Adjustment, *Teaching Methods, Teacher Role, Intelligence Differences, Parent Attitudes, Problem Solving, Regular Class Placement, Study Habits

Numerous problems which teachers may have with gifted students in their classes are listed and several possible solutions are suggested in outline form for each problem. Problems covered are of six types: intellectual problems of individual gifted students (arising from abilities superior to those of their classmates); study habit problems of gifted students, social problems of gifted students; parental problems; intellectual and social problems of groups of gifted students (small groups of gifted students in regular classes); and staff relationship problems of teachers of gifted students. The solutions suggested to the various problems caused by the presence of a gifted student in a regular class are intended to serve teachers as catalysts in developing other, personalized solutions.

67. Torrance, E. Paul. Broadening Concepts of Giftedness in the 70's. Gifted Child Quarterly, v14 n4, pp199-208, W 1970. EJ 036 962

*Exceptional Child Education, *Gifted, *Educational Planning, Educational Trends, Program Planning, Administration

68. Torrence E. Paul. Identity: The Gifted Child's Major Problem. Gifted Child Quarterly, v15 n3, pp147-55, F 1971. EJ 046 720

*Exceptional Child Research, *Gifted, *Creative Ability, *Behavior Patterns, *Case Studies, Self Actualization, Creativity Research

69. Verbeke, Maurice G.; Verbeke, Karen A. Discovery and Inquiry: Their Relevance as Approaches for Teaching the Gifted. April 1972, 43p. ED 062 744

*Discovery Learning, *Educational Methods, *Exceptional Child Education, *Gifted, *Inductive Methods, Teacher Role, Classroom Environment

The innovative educational techniques of discovery and inquiry learning and their relevance to the education of academically gifted children are discussed. Following discussion of various definitions of discovery and inquiry, the two terms are dealt with synonymously to avoid confusion. Brief historical background information is given on the growth of discovery and inquiry as educational techniques. Examined are the relationship of these teaching approaches to theory and also the rationale for implementing such techniques in the education of the gifted. Application of the methods in the classroom is considered in terms of the characteristics which must be present in the classroom and learning environment, tools and materials which facilitate the approach, and teacher functions. Recent research concerning the two teaching methods is reviewed and listed are some current programs that specifically use the discovery-incuiry approach in their methodology.

70. Witty, Paul A. The Education of the Gifted and the Creative. Gifted Child Quarterly, v15 n2, pp109-16, Sum 1971. EJ 044 938

*Exceptional Child Education, *Gifted, *Historical Reviews, *Educational Trends, *Creativity, Educational Programs, Identification

Postscript

The Educational Resources Information Center/Early Childhood Education Clearinghouse (ERIC/ECE) is one of a system of 17 clearinghouses sponsored by the National Institute of Education to provide information about current research and developments in the field of education. The clearinghouses, each focusing on a specific area of education (such as early childhood, teacher education, language and linguistics), are located at universities and institutions throughout the United States.

The clearinghouses search systematically to acquire current, significant documents relevant to education. These research studies, speeches, conference proceedings, curriculum guides, and other publications are abstracted, indexed and published in Research in Education (RIE), a monthly journal. RIE is available at libraries, or may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Another ERIC publication is Current Index to Journals in Education (CIJE), a monthly guide to periodical literature which cites articles in more than 560 journals and magazines in the field of education. Articles are indexed by subject, author, and journal contents. CIJE is available at libraries, or by subscription from Macmillan Information, 909 Third Avenue, New York, New York 10022.

The Early Childhood Education Clearinghouse (ERIC/ECE) distributes a quarterly newsletter ($2.00 - 4 issues) which reports on new programs and publications, and RIE documents of special interest. For a complete list of ERIC/ECE Publications, or if you would like to subscribe to the Newsletter write: Publications Office/IREC, College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801. All orders must be accompanied by check or money order, payable to the University of Illinois. Sorry, we cannot bill.

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